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ABSTRACT

The manual presents a process model for planning and implementing the Local Level Comprehensive System of Personnel Development as outlined in the Texas Education Agency Policies and Administrative Procedures for the Education of Handicapped Students. Part I provides a table of procedures and activities for the personnel training advisory group, personnel training needs assessment, personnel training planning, personnel training monitoring and evaluation, and dissemination of personnel training information. A second part contains sample agendas, schedules, forms, and checklists which correspond with the procedures and activities addressed in Part I. Among the procedures and activities outlined are selection of a multidisciplinary training advisory group to assist the department of special education in planning personnel training activities, design of a needs assessment survey to determine personnel training priorities, and evaluation of training activities. (SBH)

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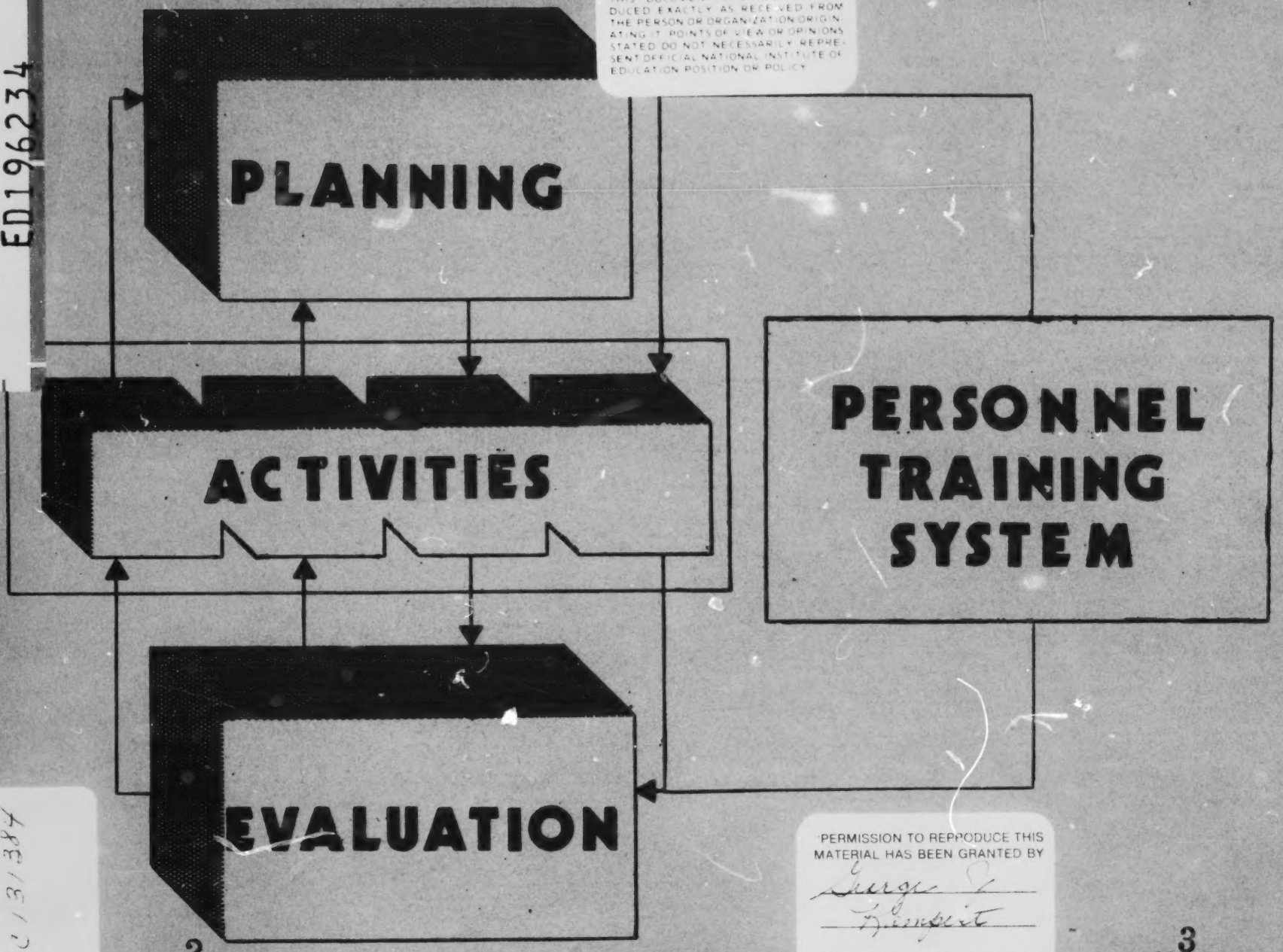

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FORWARD

The manual presents a process model for planning and implementating the Local-Level Comprehensive System of Personnel Development as outlined in the Texas Education Agency Policies and Administrative Procedures for the Education of Handicapped Students.

The manual is intended to serve as a resource guide and may be modified and utilized by the director of special education as he or she so determines.

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Pupil Appraisal - Special Education

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PROCEDURES
and
ACTIVITIES

PERSONNEL TRAINING ADVISORY GROUP

PROCEDURES	ACTIVITIES
An advisory group will be formed to assist the department of special education in planning personnel training activities for regular and special education personnel involved in educating the handicapped. The group will work directly with the director of special education and his/her supportive staff in planning the overall comprehensive special education personnel training system to be implemented by the school district. The primary role of the advisory group will be consistent with 3575.4 of the Texas Education Agency Policies and Administrative Procedures for the Handicapped. The department will select members of the training advisory group who have (1) expressed a willingness to serve on the advisory group; (2) demonstrated a willingness to learn new training ideas and concepts; and (3) exhibited the ability to work cooperatively with other professionals and parents. This multidisciplinary	1. The department will determine and outline the functions and role of the training advisory group. Reference Item 1 2. The department will inform and invite school personnel and parents to participate on the training advisory group. Reference Item 2 3. The department will select school personnel and parents to serve on the training advisory group for the 1980-81 school year. 4. The department will inform members of their selection on the training advisory group. 5. The department will notify the selected members of the training advisory group of the orientation meeting. Reference Item 3 6. The department will conduct an orientation meeting for the training advisory group members. Reference Item 4

PROCEDURES	ACTIVITIES
representation on the training advisory group will ensure that training priorities for target populations are not overlooked, emphasized out of proportion, or misunderstood by the department of special education. The selected members will include representation from: 1. Administration 2. Building Principals 3. Education Service Center 4. Instruction 5. Parents 6. Related Services 7. Supportive Staff The training advisory group will meet with the department at least five times during the 1980-81 school year. Meetings will be called and scheduled by the director of special education.	7. The department will schedule training advisory group meetings during the 1980-81 school year. The advisory group will meet to: . To assist the department of special educating in conducting the training needs assessment. . To review the training needs assessment summary report. . To review and update the personnel training plan. . To evaluate the overall effectiveness of the training advisory group and training activities offered by the department. 8. The department will document the training advisory group meetings and activities conducted by the group during the 1980-81 school year. . Advisory Group Meeting Announcement . Advisory Group Meeting Agenda . Attendance at the Advisory Group Meeting . Advisory Group Meeting Summary

PERSONNEL TRAINING NEEDS ASSESSMENT

PROCEDURES	ACTIVITIES
The department of special education will conduct a thorough needs assessment of identified target populations for determining personnel training priorities for the 1980-1981 school year. Individual (target population) members will be randomly selected to participate in the needs assessment. Participating members will be requested to rate competency statements and training topics in relation to their training needs. Target populations to be assessed as part of the school-wide survey will include: 1. Building Principals 2. Regular Education Teachers 3. Appraisal Staff 4. Special Education Teachers 5. Speech Therapists 6. Special Education Supportive Staff 7. Teachers of the Severely Involved 8. Teacher Aides	1. The department will design needs assessment instruments for identifying target populations training needs. Reference Items 5 2. The department will select target populations to be assessed as part of the school-wide training needs assessment. 3. The department will schedule orientation meetings to inform and outline procedures for conducting the training needs assessment. . Training Advisory Group . Building Principals . Central Administration Staff . Special Education Staff . Teacher Organizations Reference Item 6 4. The department will inform participants and conduct the school-wide training needs assessment survey. Reference Item 7

PROCEDURES	ACTIVITIES
In conducting the school-wide training needs assessment, the department of special education will utilize the following methods: 1. CANVASS Target populations will be canvassed for training suggestions and trainer recommendations. 2. INPUT The training advisory group will be requested to review identified training needs and make training recommendations. 3. SURVEY Competency based questionnaires will be distributed to target population members for identifying training needs. The training needs assessment results will be compiled into a summary report and utilized by the department of special education for determining personnel training goals and for prioritizing target population(s) training activities. The training needs assessment summary report will be made available to participating school personnel, administrative personnel and the training advisory group.	5. The department will collect and compile the needs assessment results into a summary report. 6. The training needs assessment summary report will be disseminated to regular and special education personnel in the school district for their review. . Administration . Support Staff . Building Principals . Teachers 7. The department will meet to review the needs assessment report and determine training priorities for the 1980-81 school year. 8. The department will schedule and meet with the training advisory group to review the training needs assessment summary report. 9. The department will disseminate the training needs assessment summary report to school personnel for their review. . Administration . Building Principals . Participating School Personnel

PROCEDURES	ACTIVITIES
The planning and operational process utilized by the department will be structured to allow the director of special education to utilize and draw upon the expertise of the training advisory group, education service center personnel and special education supportive staff members in planning and initiating the comprehensive personnel training system. Major aspects of the planning and operational process to be reviewed and undertaken by the department will include: 1. RESOURCES Training resources that may be considered in planning and conducting training activities will be identified by the staff. Identified resources will include: . Funds .. Local .. State .. Federal . Facilities .. Community .. Education Service Center .. School	1. The department will review the training needs assessment results and prepare a summary report. Reference Item 8 2. The department will develop an annual personnel training goal and objectives for the 1980-81 school year. Reference Item 9 3. Staff members will identify and report on training resources and constraints which will affect training activities being planned by the department. Reference Items 10 4. Joint planning meetings will be held with other agencies for developing cooperative training activities. . Community Agencies . Education Service Center . Other Schools 5. The department will develop a tentative listing of training activities to be conducted for designated target populations.

PROCEDURES	ACTIVITIES
. Equipment .. Filmstrip Projectors .. Movie Projectors .. Overhead Projectors .. Slide Projectors .. Video-Tape Machines .. Other . Materials .. Filmstrips .. Films .. Slide Presentations .. Tapes .. Training Programs .. Transparencies .. Video-Tapes .. Other . Trainers .. Education Service Center .. Outside Consultants .. School Personnel . Training Programs .. Commercial .. Locally Development . Training Resource Agencies .. Regional .. State .. National	Reference Item 11 6. The director will prepare a budget for personnel training activities for the 1980-81 school year. Reference Item 12 7. The department will prepare and submit a Personnel Training Plan and training budget to the training advisory group for their review 8. The department's Personnel Training Plan and training budget for the 1980-81 school year will be submitted to the administration and the Board of Education for their approval. 9. Special education teachers will prepare and file their individual training plan with the department and the personnel office. Reference Item 13 10. The director will review with the staff their responsibilities in conducting and/or managing personnel training activities. Reference Item 14 11. The department will obtain and contract with trainees to conduct personnel training activities.

PROCEDURES	ACTIVITIES
2. CONSTRAINTS Constraints that will limit training activities to be provided by the department will be identified by the staff. The following constraints will be reviewed: . Availability of Appropriate Training Facilities . Availability of Funds to Conduct Training Activities . Coordination of Training Activities with Other Instructional Departments . Provision of released time for school personnel . Number of Specified Training Days . Planning and Training Capabilities of the Staff . School Districts' personnel training policies and procedures	Reference Items 15 12. The department will prepare a training activity agenda and outline designating training activities. Reference Items 16 13. The department will conduct personnel training activities for identified target populations. 14. Staff members (managers) will complete folders for each training activity. Training activity folders will include: . Agenda . Attendance Record . Consultant's Contract (When Appropriate) . Copies of Handout Materials . Staff Training Report . Trainee's Evaluation . Training Announcement
3. GOALS AND OBJECTIVES Goals and objectives will be developed for training activities by the department of Special Education. Goals will be descriptive and provide an overview of the training activity. Objectives will define trainee achievement in measureable terms.	
4. TRAINING ACTIVITIES Activities will be planned and conducted by the department for identified target populations on a regular schedule. Training will be reflective of the needs of the	15. The department will prepare a summary of the training activity and disseminate to the building principals for their review.

PROCEDURES	ACTIVITIES
identified target population methods of delivery will include: . Classroom Visitations . Curriculum Development Projects . Faculty Meetings . Material-Teaching Demonstrations . Mini-Courses . Professional Meetings . Training Meetings/Workshops . Video Taping Training Sessions 5. STAFF RESPONSIBILITIES The director will assign and review their responsibilities in managing and/or conducting personnel training activities. A personnel training plan summarizing (1) identified training needs for target populations; (2) training goals and objectives; (3) schedule and description of training activities; and (4) personnel training budget will be prepared by the department of special education.	. Number and type of personnel in attendance at the training activity. . Overall rating/evaluation of the training activity. . Names of personnel in attendance from their school. Reference Item 17 16. The director will periodically attend training activities to review the staff in conducting and/or managing training activities. 17. The director will schedule follow-up planning meetings with the staff to review and discuss training activities conducted by the department. 18. The department will plan and cooperate with other agencies in providing training activities as the need arises within the school year. . Education Service Center . Community Agencies . Texas Education Agency

PERSONNEL TRAINING MONITORING AND EVALUATION

PROCEDURES	ACTIVITIES
Informal and formal techniques will be utilized to monitor and evaluate the training activities provided by the department of special education. Monitoring and evaluation techniques to be utilized by the department will include: . The advisory group's evaluation of training activities and their participation in the planning process. . The trainees' evaluation of training activities. . The special education supportive staff's report on training activities. . The department's documentation of the number of training activities and the number of training hours provided per target population. . The department's documentation of follow-up services provided in conjunction with training activities. The department will compile the collected data into an end of year evaluative report. The report will be made available to the administration for their review and utilization.	1. The department will design an evaluative instructor measuring trainees' assessment of the training activities. Reference Item 18 2. The director will meet with the staff and review monitoring and evaluative procedures to be utilized by the department. 3. The department will evaluate each training activity. 4. The director will periodically schedule staff meetings to monitor training activities. The staff will report on: . Attendance at training activities . Supportive staffs observation of training activities . Trainees' evaluation of training activities 5. The department will prepare and disseminate a training evaluation report and schedule meetings for reviewing report findings. 6. Advisory group members will evaluate the effectiveness of the training advisory group. Reference Item 19

DISSEMINATION OF PERSONNEL TRAINING INFORMATION

PROCEDURES	ACTIVITIES
Regular and special education personnel will be informed about all training activities conducted by the department of special education. Training information will be disseminated to the central administration staff and to building principals. It will be the responsibility of the building principal to disseminate the training information to their staffs. The department of special education will utilize the following dissemination methods: 1. The department will print an annual calendar of training activities. 2. An "update" training calendar will be printed and disseminated each school month. 3. Orientation meetings will be conducted by the department at the start of the school year for school personnel. 4. Training announcements will be disseminated prior each training activity. 5. Training activity summaries will be prepared after each training activity. 6. An annual summary of training activities for the 1980-81 school year will be prepared.	1. The department will schedule orientation meetings at the beginning of the school year to review personnel training activities for the 1980-81 school year. . Administration Staff . Building Principals . Special Education Staff 2. The department will prepare a dissemination list of personnel to receive training information. 3. The department will prepare and print the annual calendar of training activities. Reference Item 20 4. The staff will disseminate a monthly training calendar. Reference Item 21 5. The department will maintain and disseminate personnel training announcements and training information. Reference Item 22 6. The department will prepare a training summary report. Reference Item 23

REFERENCES

REFERENCE ITEMS 1 and 2

DEPARTMENT OF SPECIAL EDUCATION
TRAINING ADVISORY GROUP

1. To assist and advise the department of special education in the development of personnel training system.

2. To assist the department of special education in conducting the training needs assessment.

3. To maintain liaison with general and special education personnel.

4. To participate in special education personnel training evaluation activities.

5. To promote special education personnel training activities in the community and school district.

6. To provide consultative and resource information to the department of special education.

7. To review special education personnel training reports and make program recommendations.

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TO: Person Addressed

FROM: Department of Special Education

SUBJECT: Training Advisory Group

The department of special education is forming an advisory group for advising and assisting in the development of a comprehensive personnel training system. The advisory group will be composed of general and special education personnel who will meet regularly with the director of special education in planning and reviewing personnel training activities for the 1980-1981 school year.

The department of special education would like to invite you to serve on the training advisory group for the 1980-1981 school year. If you cannot serve on the advisory group, please contact the director of special education.

If you have any questions, please feel free to contact the director of special education. The telephone number is 883-9288.

Thank you for your cooperation.

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REFERENCE ITEMS 3 and 4

TO: Person Addressed

FROM: Department of Special Education

SUBJECT: Advisory Group Meeting

The first meeting of the training advisory group will be held in Smithville on September 10, 1980. The orientation meeting will be devoted to reviewing the role and function of the advisory group and elements of the comprehension personnel training system.

The advisory group meeting will be at the Ramada Inn, 601 North Street, in Smithville, Texas on September 10, 1980 from 9:00 a.m. to 3:15 p.m.

The advisory group meeting agenda is attached for your review.

GJK/11

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DEPARTMENT OF SPECIAL EDUCATION
TRAINING ADVISORY GROUP
MEETING AGENDA
SEPTEMBER 10, 1980

Time	Topic
9:00 a.m. - 9:30 a.m.	Coffee
9:30 a.m. -10:00 a.m.	The Advisory Group's Role and Function
10:00 a.m. -10:45 a.m.	T.E.A.'s Personnel Training Policies for Local Education Agencies
10:45 a.m. -11:00 a.m.	BREAK
11:00 a.m. -11:45 a.m.	Conducting the Special Education Training Needs Assessment
11:45 a.m. - 1:00 p.m.	Lunch
1:00 p.m. - 2:00 p.m.	Personnel Training Planning and Operational Procedures
2:00 p.m. - 2:15 p.m.	BREAK
2:15 p.m. - 3:15 p.m.	Group Discussion
3:15 p.m.	Adjournment

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REFERENCE ITEMS 5

DEPARTMENT OF SPECIAL EDUCATION
TRAINING NEEDS ASSESSMENT

APPRAISAL STAFF

Directions: Rank each training topic from one through eleven with one having the highest priority for personnel training.

ITEM NO.	TOPIC	TRAINING PRIORITY
1.	Adaptive Behavior and SOMPA Assessment Tests and Techniques	
2.	Assessment Tests and Techniques for Determining Student's Educational Performance Level	
3.	Conducting and Organizing Parent and Staff Conferences	
4.	Career and Vocational Education Assessment Tests and Techniques	
5.	Developmental Tests and Assessment Procedures	
6.	Eligibility Requirements for Handicapped Students	
7.	Interpreting and Writing Individual Educational Plans	
8.	Selecting and Recommending Instructional Materials for the Individual Educational Plan	
9.	The Educational Rights of Handicapped Students and Their Parents	
10.	Testing and Assessing Severely Involved Students	

11. Other Training Topics: A._____

B._____

DEPARTMENT OF SPECIAL EDUCATION
TRAINING NEEDS ASSESSMENT SURVEY
REGULAR TEACHERS

Instructions: To the right of each statement check your personal response: Column 1-Agree; Column 2-Disagree; Column 3-Not Appropriate. Then indicate if you would like the department to provide personnel training.

Level of Instruction
___Early Childhood
___Secondary

ITEM NO.	STATEMENT	1	2	3	PERSONNEL TRAINING
1	I am able to describe the characteristics and learning differences of handicapped students.				___YES ___NO
2	I am able to identify instructional options and related services available to the handicapped.				___YES ___NO
3	I am knowledgeable about the Admission, Review, and Dismissal Process for handicapped students.				___YES ___NO
4	I am knowledgeable about the concept of mainstreaming and least restrictive alternatives for the handicapped.				___YES ___NO
5	I am knowledgeable about the eligibility criteria for handicapped children as set forth by the Texas Education Agency.				___YES ___NO
6	I am knowledgeable about instructional materials and adaptive equipment for the handicapped.				___YES ___NO
7	I am knowledgeable about procedural safeguards for handicapped students and their parents.				___YES ___NO
8	I am knowledgeable about the various programs and services offered by the Department of Special Education.				___YES ___NO

ITEM NO.	STATEMENT	1	2	3	PERSONNEL TRAINING
9	I experience no difficulty in determining a student's educational level through informal and standardized assessment tests.				____YES ____NO
10	I experience no difficulty in modifying or adapting the general instructional program for handicapped students.				____YES ____NO
11	I have no difficulty in interpreting or utilizing individual educational plans.				____YES ____NO
12	Special education services are well received and I have a close working relationship with the special education teacher(s).				____YES ____NO

Rank your inservice training needs/priorities with one having the highest priority and four having the lowest.

1._____

2._____

3._____

4._____

NOTE: The same needs assessment form may be utilized for measuring a building principals knowledge and understanding of special education programs and services.

DEPARTMENT OF SPECIAL EDUCATION
TRAINING NEEDS ASSESSMENT

SPECIAL EDUCATION TEACHERS

Directions: Using the four point scale, indicate your knowledge and need for personnel training by circling the appropriate number below each statement. Where additional training information is requested, rank each training topic with one having the highest point if you have circled limited knowledge or not knowledgeable of the designated statement.

Response: Knowledgeable 1 | Limited Knowledge 2 | Not Knowledgeable 3 | Not Appropriate 4

ITEM NO.	STATEMENT	TRAINING PRIORITY
1.	Classroom management techniques for students exhibiting behavioral problems 1 2 3 4	
2.	Cooperative planning and programming strategies for working with general education teachers 1 2 3 4	
3.	Informal assessment techniques for determining students educational performance level 1 2 3 4 ___Arithmetic ___Reading ___Language ___Writing ___Other_____ _____	

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ITEM NO.	STATEMENT	TRAINING PRIORITY
4.	Instructional methods for teaching academic subjects 1 2 3 4 ___Arithmetic ___Reading ___Language ___Spelling ___Other_____	
5.	Instructional methods for teaching non-academic subjects 1 2 3 4 ___Daily Living Skills ___Perceptual Skills ___Motor Skills ___Self Concept ___Other_____	
6.	**Instructional strategies for teaching career and vocational education programming** 1 2 3 4	
7.	Interpreting and utilizing individual (student) educational plans 1 2 3 4 ___Content ___Annual Review ___Three-Month Review ___Other_____	

ITEM NO.	STATEMENT	TRAINING PRIORITY
8.	Parent conference techniques and activities for involving parents 1 2 3 4	
9.	Recreational and adaptive physical education activities for the handicapped 1 2 3 4	
10.	Selecting and evaluating instructional materials for the handicapped 1 2 3 4	
11.	The Department of Special Education planning and operational process 1 2 3 4 ___Administrative Policies and Procedures ___Five-Year Plan ___SERS (materials) ___Personnel Training System ___Special Education Budget ___Public Awareness System ___Other_____ _____	
12.	The Texas Education Agency's Policies and Procedures For The Education of Handicapped Students 1 2 3 4	

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ITEM NO.	STATEMENT	TRAINING PRIORITY
13.	The education rights of handicapped children and their parents 1 2 3 4 ___Consent/Notice ___Comprehensive Individual Assessment ___Educational Placement ___Educational Records ___Hearings and Appeals	
14.	The Education Service Center, Region II programs and services 1 2 3 4 ___Consultative Services ___Direction Service ___Personnel Training ___SEIMC (materials) ___Related Services ___Regional Program for the Visually Impaired	
15.	Utilizing teacher aides and volunteers in the classroom 1 2 3 4	
16.	Other: A._____ B._____ C._____	

CHECK:

Teaching Position

___Homebound ___Self Contained
___Resource

Level of Instruction

___Early Childhood ___Secondary
___Elementary

DEPARTMENT OF SPECIAL EDUCATION
TRAINING NEEDS ASSESSMENT

SPEECH THERAPISTS

Directions: Using the four point scale, indicate your knowledge and need for personnel training by circling the appropriate number below each statement. Rank each topic with one having the highest priority for training if you have circled limited knowledge or not knowledgeable of the designated statement.

Code:

Knowledgeable	Limited Knowledge	Not Knowledgeable	Not Appropriate
1	2	3	4

ITEM NO.	STATEMENT	TRAINING PRIORITY
1.	Assessment Techniques and Tests for Diagnosing Student's with Speech and Language Problems 1 2 3 4	
2.	Conducting Parent Conferences and Organizing Parent Involvement Activities 1 2 3 4	
3.	Methods and Techniques for Correcting Speech and Language Problems 1 2 3 4 ___Amplication ___Language ___Articulation ___Sign Language ___Auditory Discrimination ___Speech Reading ___Fluency ___Voice	

ITEM NO.	STATEMENT	TRAINING PRIORITY
4.	Preparing and Writing Speech Therapy Educational Plans 1 2 3 4	
5.	Scheduling and Speech Therapy Caseload Guidelines 1 2 3 4	
6.	Selecting and Evaluating Speech Therapy Equipment and Materials 1 2 3 4	
7.	The Educational Rights of Handicapped Students and Their Parents 1 2 3 4 ____Consent/Notice ____Comprehensive Individual Assessment ____Educational Placement ____Educational Records ____Hearings and Appeals	
8.	Techniques and Tests for Screening Students with Speech and Language Problems 1 2 3 4	
9.	Speech Therapy Services for the Severely Involved 1 2 3 4	

ITEM NO.	STATEMENT	TRAINING PRIORITY
10.	The Department of Special Education Administrative Policies and Procedures 1 2 3 4	
11.	The Texas Education Agency's Policies and Procedures for Special Education 1 2 3 4	
12.	Training Activities and Speech Therapy Information Program 1 2 3 4	
13.	Other Training Topics: A. _____ B. _____ C. _____	

TRAINER/PRESENTER SUGGESTIONS:

	TOPIC	NAME	AGENCY
1.	_____	_____	_____

Additional trainer/presentor names may be listed on a separate page.

_____
Street

_____
City State

_____
Telephone Number

DEPARTMENT OF SPECIAL EDUCATION
SUPPORTIVE STAFF TRAINING ASSESSMENT

Directions: Using the four point scale, circle and mark the appropriate response and need for personnel development training. When additional information is requested, please check appropriate space. If limited knowledge or not knowledgeable is circled, personnel training should be marked yes.

Response Code: Knowledgeable 1 Limited Knowledge 2 Not Knowledgeable 3 Not Appropriate 4

ITEM NO.	STATEMENT	Knowledge 1	2	3	4	Training Yes	No
1	Assessment Techniques and Tests for Diagnosing Students with Speech and Language Problems						
2	Assessment Techniques and Tests for Determining Students' Educational Performance Level						
3	Classroom Management Techniques for Students with Behavior Problems						
4	Community and Regional Agencies Providing Programs and Services to the Handicapped						
5	Conducting Parent Conferences and Organizing Parent Involvement Activities						
6	Cooperative Planning and Programming with General and Special Education Personnel						
7	Instructional Methods for Teaching Academic Subjects: ___Arithmetic ___Reading ___Language ___Spelling ___Other_____ Level of Instruction: ___Elementary ___Secondary ___Junior High						

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ITEM NO.	STATEMENT	Knowledge 1	2	3	4	Training Yes	No
8	Instructional Programming for the Severely Involved ___Early Childhood ___Elementary ___Secondary Type_____						
9	Instructional Strategies for Teaching Career and Occupational Education Programming						
10	Methods and Procedures for Teaching Non-academic Subjects ___Adaptive Physical Education ___Leisure Time Activities ___Perceptual Training ___Motor Skills ___Self Concept ___Other_____						
11	Methods and Techniques for Correcting Speech and Language Problems ___Amplication ___Language ___Articulation ___Sign Language ___Auditory Dissemination ___Speech Reading ___Fluency ___Voice ___Other_____						
12	Monitoring and Evaluating Programs and Services for the Handicapped						
13	Organizing and Conducting Personnel Training Activities						
14	Programs and Services offered by the Education Service Center, Region II						

ITEM NO.	STATEMENT	Knowledge 1	2	3	4	Training Yes	No
15	Related Services for the Handicapped ___Occupational Therapy ___Physical Therapy ___Music Therapy ___Drama Therapy ___Other_____						
16	Screening Techniques and Tests for Identifying Handicapped Students						
17	Selecting and Adapting Instructional Equipment and Materials for the Handicapped. Area_____						
18	Techniques and Methods for Counseling Parents and Handicapped Children						
19	Testing and Assessing Severely Involved Students						
20	The Educational Rights of Handicapped Students and Their Parents						
21	The Texas Education Agency's Policies and Procedures for The Education of Handicapped Students						

List your greatest training priorities/needs for the 1980-81 school year:

1. _____

2. _____

3. _____

4. _____

_____
SIGNED

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DEPARTMENT OF SPECIAL EDUCATION
TEACHERS OF SEVERELY INVOLVED

1. Name: _____

2. Your assignment (teacher, aide, houseparent, administrator, related service person, etc.)

_____

3. How many years have you worked with deaf-blind or severely handicapped students? _____years

4. What are your personal inservice needs to enable you to better function as an educator of deaf-blind and severely handicapped students?

Please prioritize by use of the numbers 1-4, four areas in which you would like to have further training this year, with number 1 being the area of greatest need. Please leave all the other areas blank.

____Communication	____Administration, Organization of Programs	____Sensory functioning
____Motor functioning	____Cognition	____Assessment
____Behavior Management	____Related Services	____Self-help skills
____Social Development	____Prevocational Programming	____Other_____

5. In each of the four areas that you chose for inservice, please circle the letters corresponding to the three topics you would most like to see addressed. Do not circle letters under topics that were not your top priorities.

Communication

. the sequence of normal language development

. assessment of communication skills

. programming for beginning language (Van Dijk theories, early responses)

. programming for higher functioning students (acquisition of concepts, syntax development, approaches)

. communication systems for students with motor problems (communication board, etc.)

. other_____

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Sensory functioning

- anatomy and functioning of the ear
- assessment of auditory problems
- auditory training
- anatomy and functioning of the eye
- assessment of visual problems
- low-vision training
- other_____

Motor functioning

- sequence of normal motor development
- assessment of motor problems
- positioning rules/special seats/adaptive devices
- transporting techniques
- fine motor skills
- remedial procedures for the developmentally delayed child
- other_____

Cognition

- stages of congnitive development, based on Piaget's model
- assessment of sensory motor cognitive functioning
- assessment of higher-level cognitive functioning

- development of early responses to the environment
- programming for cognitive growth: sensory motor
- programming for cognitive growth: preoperational
- other_____

Behavior Management

- principles of operant conditioning
- general application of operant conditioning to severely handicapped students
- application of operant conditioning to specific cases/problems.
  What problems?_____
- total classroom management
- self-management
- changing affective-emotional behavior
- other_____

Related Services

- description of various disciplines and what they have to offer
- the transdisciplinary concept
- models of service delivery systems
- how to benefit from related services
- other_____

Social Development

. theories of social development (Erikson, Van Dijk, Harper & Ellis)

. developing independent behavior

. importance of affect between teacher-student

. sex education

. recreation and leisure time use

. other_____

Prevocational Programming

. rationale, philosophy, definition

. prevocational assessment

. curriculum development

. working in the community--coordination with rehabilitation

. model programs--organization--specific activities--resources

. living alternatives

. other_____

Assessment

. assessment process as set in Texas policies and procedures

. definition and rationale of a team approach

. diagnosis and evaluation of multihandicapped children

. other_____

Self-Help Skills

. feeding skills

. toileting skills

. dressing skills

. grooming skills

. other_____

Administration, Organization of Programs

. Texas laws, policies, and procedures relating to deaf-blind and severely handicapped

. organizing programs--grouping students, selecting/developing curricula, selecting materials and equipment

. ARD process-writing IEPs

. documentation/recording systems

Return to: Department of Special Education
Smithville ISD
Smithville, Texas

Comments: _____

_____

_____

_____

_____

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DEPARTMENT OF SPECIAL EDUCATION
TRAINING NEEDS ASSESSMENT

TEACHER AIDES

Directions: To the right of each statement check your personal responses. Under the section inservice training, indicate if you would like to have the department of Special Education provide personal training.

Response Codes: 1-Agree 2-Disagree 3-Not Appropriate

ITEM NO.	STATEMENT	1	2	3	INSERVICE TRAINING
1.	I am able to describe the learning characteristics and differences of handicapped students.				___YES ___NO
2.	I am knowledgeable about the student referral process and the Admission, Review, and Dismissal Process for handicapped students.				___YES ___NO
3.	I am knowledgeable about the educational rights of handicapped students and their parents.				___YES ___NO
4.	I am knowledgeable about the Texas Education Agency's Policies and Administrative Procedures for Special Education.				___YES ___NO
5.	I am knowledgeable about the various programs and services offered by the Department of Special Education.				___YES ___NO
6.	I experience no difficulty in assisting handicapped students with basic academic work. ___Arithmetic ___Language ___Reading ___Spelling ___Writing ___Other_____				___YES ___NO

ITEM NO.	STATEMENT				INSERVICE TRAINING
7.	I experience no difficulty in working with the special education teacher.				____YES ____NO
8.	I understand the function and role of being a teacher aide.				____YES ____NO
9.	Other Training Topics: A. _____ B. _____ C. _____				

REFERENCE ITEMS 6 and 7

TO: Person Addressed

FROM: Department of Special Education

SUBJECT: Meeting

A meeting will be held for informing building principals and supportive staff members of the training needs assessment survey, to be conducted by the department of special education.

At the meeting, the department will review:

1. Distribution and collection of information (forms) procedures.
2. Date(s) of the Training Needs Assessment Survey.
3. Overview of Personnel Training System Goal and Objectives.
4. Personnel responsible for conducting the training assessment survey.
5. Training Needs Assessment Forms
6. Target populations to be assessed as part of the training needs assessment survey.

The meeting will be held at the administrative building on April 15, 1980 from 3:15 p.m. to 4:30 p.m.

TO: Person Addressed

FROM: Department of Special Education

SUBJECT: Training Needs Assessment

The department of special education is conducting a training needs assessment survey for determining personnel training priorities for the 1980-1981 school year. To ensure the appropriateness of personnel training activities for your target population, please complete the attached needs assessment survey form and return it to the special education office by May 1, 1980. In completing the form, responses should indicate training needs.

To facilitate the effectiveness of our survey, it is important that everyone involved in the survey complete and return the attached form.

If you have any questions, please feel free to contact the Director of Special Education. The telephone number is 883-9288.

REFERENCE ITEM 8

To: Administrator Addressed

From: Department of Special Education
Smithville Independent School District

Re: Personnel Training Needs Assessment Summary
"Teachers of the Deaf/Blind and the Severely Involved"

Date: May 15, 1980

A summary of our personnel training needs assessment of the teachers of the deaf/blind and the severely involved is included for your review. Five special education teachers participated in the needs assessment and ranked their training needs/priorities for the 1980-1981 school year. The following is a summary of the needs assessment results with one having the highest priority:

	TOPIC	RANKING 1	2	3	4
1.	Communication	2	2	1	0
2.	Motor Functioning	3	2	0	0
3.	Cognition	1	2	1	1
4.	Behavior Management	4	1	0	0
5.	Self Help Skills	2	1	1	1

In response to the training priorities established by the teachers of the deaf/blind and the teachers of the severely involved, the department of special education is planning appropriate training activities for this identified target population.

If you would like additional information about the results of the training needs assessment, please contact the director of special education.

REFERNCE ITEM 9

DEPARTMENT OF SPECIAL EDUCATION
PERSONNEL TRAINING ACTIVITIES
1980-1981

GOAL 1. The department of special education will develop and implement a comprehensive personnel training system for ensuring that all general and special education personnel involved in the education of the handicapped are appropriately prepared and trained.

OBJECTIVES

1. The department of special education will conduct a training needs assessment canvass and survey of identified target populations.

2. The department of special education will cooperatively plan with the education service center and the training advisory group in providing training activities.

3. The department of special education will disseminate and inform school personnel of planning and training activities.

4. The department of special education will monitor and evaluate planning and training activities.

5. The department of special education will provide organized training activities for identified target populations in general and special education.

6. The department of special education will provide supplemental and support services for the development of personnel training activities.

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REFERENCE ITEMS 10

U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Sir:

Please forward a copy of your catalog or other informational material your agency has developed pertaining to personnel training.

The material may be mailed to Director of Special Education, Smithville ISD, P.O. Box 291, Smithville, Texas 79401.

Thank you.

Sincerely,

George J. Kampert

GJK/11

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TRAINING RESOURCE AGENCIES

1. Educational Resource Information Center
   National Institute of Education
   Washington, D.C. 20208

2. National Information Center for Special Education
   University of Southern California
   University Park-RAN
   Los Angelos, California 90007

3. Research and Training Center in Mental Retardation
   Box 4510
   Texas Tech University
   Lubbock, Texas 79409

4. Special Education Instructional Materials System
   Education Service Center, Region II
   109 North Chaparral
   Corpus Christi, Texas 78401

5. Texas Education Agency
   201 East Eleventh Street
   Austin, Texas 78701

6. U.S. Office of Education
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202

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TO: Person Addressed

FROM: Department of Special Education

SUBJECT: Personnel Training Trainers

The department of special education is planning personnel training activities for the 1980-1981 school year. As part of the planning process, the department is identifying school personnel interested in serving as trainers and demonstration teachers.

If you would like to serve as a trainer or demonstration teacher, please complete the Trainer Information form and return it to the department of special education by May 1, 1980. If you are selected, the director of special education will contact you.

DEPARTMENT OF SPECIAL EDUCATION
TRAINER INFORMATION FORM

Name_____Position_____

School_____Telephone_____

Training Area:

____Academic Subjects
____Career Education
____Classroom Management
____Curriculum Development
____IEP
____Parent Involvement
____Prescriptive Teaching
____Related Service
____Self-concept Development
____Speech Therapy
____Other_____

Training Activity:

____Classroom Observation
____Classroom Visitation
____Materials Demonstration
____Mini-Course
____Teaching Demonstration
____Training Meeting
____Workshop
____Other_____

_____
Signed

REFERENCE ITEM 11

DEPARTMENT OF SPECIAL EDUCATION
TRAINING ACTIVITIES
1980-1981

Target Population:_____ Date:_____19___

DATE	TOPIC	PLACE	NO. OF TRAINING HRS.	TRAINER(S) (SUGGESTED)

The tentative listing of training activities for each target population would be based upon the identified needs of the group. The listing would then become part of the department's yearly activity calendar.

_____
SIGNED

_____
POSITION

79

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REFERENCE ITEM 12

DEPARTMENT OF SPECIAL EDUCATION
PERSONNEL TRAINING BUDGET

In preparing the official budget, the Texas Education Agency's Bulletin 679, Budgeting, Accounting, and Auditoring, procedures should be followed.

19___19___

ITEM	FUNDS LOCAL	STATE	FEDERAL	TOTAL
1. Facilities (charge)				
2. Media Equipment and Materials				
3. Office Supplies				
4. Postage				
5. Printing				
6. Staff Travel				
. Regional Meetings				
. State Meetings				
7. Substitute Teachers Pay				
8. Telephone				
9. Trainers				
. Fees				
. Travel				
. Other				
10. Other Operating Expenses				
TOTAL COSTS				

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REFERENCE ITEM 13

TO: Person Addressed

FROM: Department of Special Education

SUBJECT: Personnel Training Plan

Special education personnel should list on their "Individual Training Plan", training activities they plan to participate in during the 1980-81 school year. In selecting training activities from the Special Education Training Calendar please note (1) required meetings; (2) meeting topics; (3) number of training hours; and (4) the designated target population.

The training plan must be signed by the building principal and submitted to the special education office for approval by May 21, 1980.

A copy of the Individual Training Plan will be placed in each staff member's personal folder.

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DEPARTMENT OF SPECIAL EDUCATION
INDIVIDUAL TRAINING PLAN

19__-19__

Name_____ Position_____

School_____ Address:_____

Training Activities

	Topic	Trainer(s)	Date	Number of Training Hrs.
1.				
2.				
3.				
4.				
5.				
6.				

Total_____.

_____
Trainee

_____
Building Principal

_____
Director of Special Education

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REFERENCE ITEM 14

MEETING PREPARATION GUIDELINES

1. Assign staff responsibilities and deadlines.
2. Define target population and number to attend.
3. Develop meeting publicity.
4. Disseminate training announcements.
5. Establish training activity date.
6. Identify training follow-up activities.
7. Obtain faculty and training equipment/materials.
8. Obtain approvals and required commitments.
9. Prepare training activity agenda and training outline.
10. Prepare training activity handout materials.
11. Select trainers and meeting managers.
12. Determine and specify number of training hours.

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MEETING GUIDELINES

1. Check training activity facilities.
2. Set up registration table.
3. Set up required media/equipment for presentation.
4. Review with training goals and objectives.
5. Conduct training activity as scheduled.
6. Conduct evaluation(s) as scheduled.
7. Finalize training follow-up services.
8. Have trainer's sign necessary travel forms.
9. Prepare training activity summary report for dissemination.
10. Sign and submit facility change to business office.
11. Complete and file training activity folder.
12. Check in all equipment and materials.

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REFERENCE ITEMS 15

Dr. Daniel Tracy
Legal Services for the Handicapped
5555 North Lamar
Austin, Texas 78751

Dear Dr. Tracy:

This is in regard to your telephone conversion with Mr. George Kampert about serving as a consultant for the department of special education on November 2, 1980.

The Smithville Independent School District will be offering an honorarium of $100.00 for your preparation and presentation on November 2, 1980.

The school district will reimburse you for your air-fare-tourist expenses at the rate of $20 per mile. Your food and lodging will be provided by the school district while you are in our city for the meeting.

If these arrangements meet with your approval, please indicate acceptance by signing the contractual agreement and returning the trainer's check list by October 21, 1980.

Thank you.

Sincerely,

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DEPARTMENT OF SPECIAL EDUCATION
TRAINER'S CHECK LIST

Name_____Telephone_____

Meeting Date_____Place_____

Arrival Date_____Departure Date_____

1. Meeting Room-Arrangement

___Auditorium ___Classroom ___Conference
___T-Shape ___U-Shape ___Other_____
_____

2. Equipment-Needed

___Filmstrip projector ___Slide projector
___Movie projector Cartridge____
___Tape recorder Carousel ____
___Other_____ Regular ____
_____ ___Public address system
___Overhead Projector

3. Travel-Schedule

___Airplane
Flight No. (A)_____Date/Time_____
Flight No. (D)_____Date/Time_____

___Car
___Other_____

4. Room - Accommodations ____Yes ____No
Arrival Time _____
Departure Time_____

Return to:

_____
Signed

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CONTRACT BETWEEN
SMITHVILLE INDEPENDENT SCHOOL DISTRICT
AND

ARTICLE I. PARTIES TO CONTRACT

This contract is entered into by and between the Smithville ISD and _____, hereinafter referred to as "school" and "consultant".

ARTICLE II. PERIOD OF CONTRACT

This contract is effective commencing _____19___and shall terminate on _____19____, unless extended or terminated as otherwise provided for in this contract.

ARTICLE III. PURPOSE OF CONTRACT

The school is entering into a contractual agreement with the consultant to provide personnel development training on _____in Smithville on _____19_____ which on that date(s) school staff members are not available to conduct such training. The consultant will provide _____personnel training hours. The consultant will require _____for preparation.

ARTICLE IV. PAYMENT UNDER CONTRACT

The school will offer a total honorarium of $_____, an amount not to exceed $100.00 per day, for the consultant to conduct and provide personnel development training as specified in the contract. In addition, the school will reimburse the consultant for food and lodging while he/she is conducting the training meeting in Smithville and for travel _____expenses from the consultant's home address to Smithville.

The school will make payment to the consultant for acceptable services rendered upon receipt of the appropriate school forms with attached bills for food, lodging and air travel when reimbursement is requested for expenses.

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ARTICLE V. GENERAL PROVISIONS

Attached hereto and made a part hereof the contract is the Department of Special Education Training Activity Outline form to be completed by the school and the consultant. The consultant will also make available his/her professional credentials to the school.

AGREED and accepted on behalf of the school this _____ day of _____ 19_____, by the authorized person representing the school.

Signature: _____

Title: Director of Special Education

AGREED and accepted on behalf of the Consultant this _____ day of _____ 19.___.

Signature: _____

Title: ___ _____

S.S. No. _____

Return (2) copies to: (Within 24 hours after receipt)

Department of Special Education
Smithville ISD
P.O. Box 291
Smithville, Texas 79401

REFERENCE ITEMS 16

"The Legal Rights of the Handicapped"
November 2, 1980

AGENDA

TIME	TOPIC	PRESENTOR(S)
8:30 a.m. - 8:40 a.m.	Introduction and Welcome	
8:40 a.m. - 9:10 a.m.	"Never Been There Before"	
9:10 a.m. -10:00 a.m.	Notification of Rights	
10:00 a.m. -10:20 a.m.	BREAK	
10:20 a.m. -10:45 a.m.	Confidentiality of Records	
10:45 a.m. -11:30 a.m.	Procedure Safeguards for the Handicapped	
11:30 a.m. -11:45 a.m.	Local Special Education Programs and Procedures	
11:45 a.m. - 1:00 p.m.	Lunch	
1:00 p.m. - 2:00 p.m.	The Hearing and Appeals Process	
2:00 p.m. - 2:20 p.m.	BREAK	
2:20 p.m. - 3:20 p.m.	Group Discussion	
3:20 p.m.	Adjournment	

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DEPARTMENT OF SPECIAL EDUCATION
TRAINING ACTIVITY OUTLINE

Contact Person_____

Phone Number_____

No. of Training Hrs._____

1. Trainer(s)

_____	_____
NAME	NAME
_____	_____
TITLE	TITLE
_____	_____
AGENCY	AGENCY

2. Training Topic: _____

3. Date and Time: _____

4. Place: _____

5. Training Goal: _____

6. Training Objectives: _____

_____

_____

7. Target Population: ____Early Childhood ____Elementary ____Secondary ____All

____Building Principals
____General Education Teachers
____Related Services Personnel
____Special Education Teachers
____Speech Therapists
____Supportive Staff
____Teachers of the Severely Involved
____Teacher Aides

REFERENCE ITEM 17

TO: Administrator Addressed

FROM: Department of Special Education

SUBJECT: Training Activity

The training activity training summary is attached below for your review. The summary reflects the overall rating of the designated training activities by the participants and indicates the number and names of personnel in attendance from your school. Please feel free to duplicate the form for inclusion in the participant's personnel folder.

PLACE_____ DATE_____

TRAINING/IN-SERVICE HOURS_____

MEETING MANAGER_____

ATTENDANCE TOTAL NUMBER_____

ADMINISTRATORS_____ SPECIAL EDUCATION TEACHERS_____

REGULAR EDUCATION TEACHERS _____ SPECIAL EDUCATION SUPPORT STAFF_____

_____ OTHER_____

OVERALL TRAINING RATING_____

PERSONNEL IN ATTENDANCE FROM YOUR SCHOOL:

	NAME	POSITION
1.		
2.		
3.		
4.		
5.		

REFERENCE ITEM 18

DEPARTMENT OF SPECIAL EDUCATION
TRAINING ACTIVITY EVALUATION FORM

1. Training Activity Topic_____ Date_____, 19____

2. Trainer(s)_____ _____

_____ _____

3. Assignment Level (Check one)

____Early Childhood
____Elementary
____Junior High
____Senior High
____All Levels
____Other_____
_____

4. Position (check one)

____Administration
____Aide
____Building Principal
____Supportive
General____
Sp. Ed.____
____Teacher
General____
Sp. Ed.____
____Speech Therapist
____Other_____
_____

5. Evaluation: Please circle the number which best represents your reaction to each of the items below:

The organization of the training activity was:	Excellent 1 2 3 4	Poor
The objectives of the training activity were:	Clearly Evident 1 2 3 4	Vague
The trainer was well prepared and knowledgeable:	Interesting 1 2 3 4	Poor
The ideas and methods presented were:	Of Value 1 2 3 4	No Value
My attendance at this training activity was:	Very Beneficial 1 2 3 4	No Benefit
Overall, I rate the training activity:	Excellent 1 2 3 4	Poor

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REFERENCE ITEM 19

DEPARTMENT OF SPECIAL EDUCATION
TRAINING ADVISORY GROUP EVALUATION

Date_____19___

1. I attended advisory group meetings more than

( ) 75% of the time ( ) 25% of the time
( ) 50% of the time ( ) 10% of the time

2. The number of advisory group meetings was

( ) Too frequent ( ) Not frequent enough
( ) About right

3. As a member of the training advisory group, I felt

( ) A real contribution was made by the advisory group.
( ) A contribution was made by the advisory group, but more could have been done.
( ) The advisory group accomplished very little, but the experience was worthwhile.
( ) The advisory group did not contribute.

4. I rate the activities of the training advisory group as follows:

	1. Excellent	2. Good	3. Average	4. Poor
. Organization of advisory group meetings:	_____	_____	_____	_____
. Action taken by the department in response to group recommendations:	_____	_____	_____	_____
. Involvement in planning and evaluation training activities conducted by the department:	_____	_____	_____	_____

. Comments:_____

_____

_____

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REFERENCE ITEM 20

DEPARTMENT OF SPECIAL EDUCATION

1980-1981

ACTIVITY CALENDAR

SMITHVILLE INDEPENDENT SCHOOL DISTRICT

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DEPARTMENT OF SPECIAL EDUCATION

TRAINING ACTIVITY CALENDAR FORMAT

1980-1981

DATE	TOPIC	PRESENTOR(S)	PLACE	TIME	TARGET POPULATION

The yearly activity calendar would include a tentative listing of all training activities to be provided by the department of special education during the 1980-1981 school year. It would also include for each training activity the topic, presentor, target population and the time and date. The designated training activities would be listed in date/numerical order.

FORWARD

The Department of Special Education Activity Calendar is a tentative listing of advisory group meetings, orientation meetings and training activities to be conducted during the 1980-1981 school year.

If you would like additional information, please contact the director of Special Education. The telephone number is 883-9288.

REFERENCE ITEM 21

DEPARTMENT OF SPECIAL EDUCATION
MONTHLY TRAINING CALENDAR FORMAT

MONTH:_____

TOPIC	TRAINER(S)	PLACE	DATE	TIME	TARGET POPULATION

The monthly calendar would indicate all training activities to be provided by the department of special education during a given month. It would also reflect any revisions of the yearly training calendar. The training activities would be listed in numerical/date order.

REFERENCE ITEM 22

To: Administrator Addressed

From: Department of Special Education
Smithville Independent School District

Re: Personnel Training Activity

Date: October 24, 1980

The department of special education is sponsoring a training activity on "Educating the Handicapped". The activity will be devoted to reviewing administrative policies and procedures for the handicapped and the rights of the handicapped and their parents. It also will provide participants with the opportunity to discuss and review local policies and procedures for the handicapped.

This training activity was supported in whole or in part by the U.S. Office of Education. However, the opion expressed herein does not necessarily reflect the position or policy of the U.S. Office of Education, and no offical endorsement by the U.S. Office of Education.

If you have questions pertaining to this training announcement, please contact the director of special education.

Date: November 2, 1980

Topic: "Educating the Handicapped"

Place: Library
Smithville High School

Time: 2:30 p.m. to 4:00 p.m.

Presentors: Special Education Staff

Target Pop. Regular Education Teachers

REFERENCE ITEM 22

DEPARTMENT OF SPECIAL EDUCATION

PERSONNEL TRAINING SUMMARY REPORT

1980-1981

DATE	TOPIC	OVERALL RATING	(ATTENDANCE) ADMIN.	SUPPORTIVE STAFF	TEACHERS	OTHERS	TOTAL

The summary report would include a listing of all training activities provided by the department of special education during the 1980-81 school year. The report would reflect the overall rating of each training activity and the number in attendance. The training activities would be listed in date/numerical order.

TOTAL NUMBER IN ATTENDANCE _____